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ABSTRACT

An outline for use in Americanization classes is presented. Emphasis in these classes should be given to: (1) developing an increasing ability in speaking, understanding, reading, and writing English, (2) encouraging the student to become an effective, participating citizen, (3) helping the newcomer prepare for the citizenship examination, and (4) creating a desire for continued learning. Specific topics of study and resources are suggested for these areas: earning a living, consumer education, home and family life, health and safety, citizenship, leisure time, and everyday science and technology. Appendices deal with the student, the teacher, and instructional criteria. (Author/CK)

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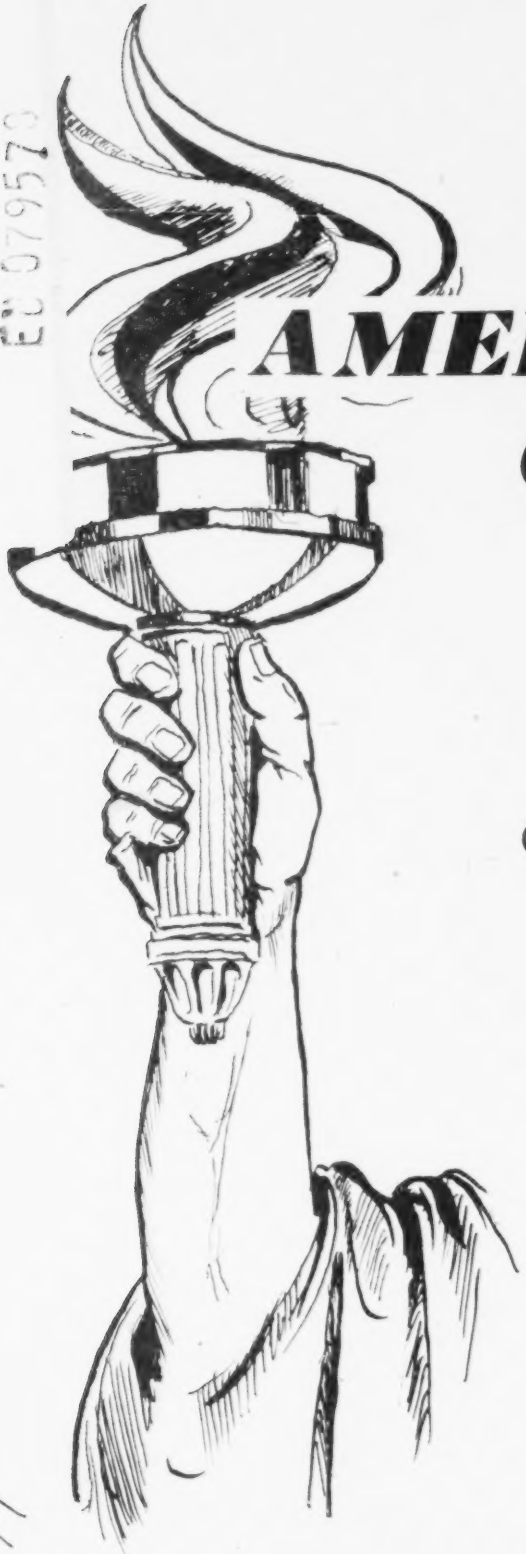

AMERICANIZATION GUIDELINES

FOR

PUBLIC SCHOOL DIRECTORS

OF CONTINUING EDUCATION

AND

TEACHERS OF THE

FOREIGN BORN

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
BUREAU OF SPECIAL CONTINUING EDUCATION/ALBANY, NEW YORK 12224

ACO 14517

In addition to Americanization, the Bureau of Special Continuing Education provides supervisory and consultant services in the following areas of Continuing Education:

Education for older citizens
Civic and public affairs
International understanding
Humanities and performing arts
College proficiency examinations
Home study courses
Recreation for the elderly
Community development
Programs for municipal and government employees
Special continuing education for handicapped adults

The Bureau serves public school directors of adult education by assisting with related problems of program operation; such as,

Teacher recruitment
Preservice teacher training
Inservice teacher training
Teacher certification
Program planning
Program financing
Public relations
Advisory committees
District surveys
Program administration

REFER QUESTIONS RELATING TO AMERICANIZATION TO:

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State Education Department
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REFER QUESTIONS RELATING TO OTHER AREAS TO:

Warren C. Shaver, Chief
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Bureau of Special Continuing Education
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USE OF AMERICANIZATION GUIDE

This is a partial outline and, as such, is meant to be used as a suggestive outline rather than mandated course. The material contained herein should be used where it will be meaningful in every Americanization class.

IN PREPARATION, EACH DIRECTOR SHOULD:

1. Develop positive recruitment techniques which effectively produce the maximum number of students for his locale.
2. Provide organized and systematic instruction for his Americanization classes.
3. Provide systematic service to each Americanization teacher so that students may benefit from maximum use of teaching aids.
4. Plan in-service activities for Americanization teachers within his system; or combine efforts with nearby directors to provide workshops, study groups, or conferences.
5. Request assistance from the Bureau of Special Continuing Education regarding Americanization programs.

IN PLANNING, EACH TEACHER SHOULD:

1. Develop a comprehensive curriculum designed for the local situation.
2. Add or substitute topics and areas to fit the individual needs of students.
3. Emphasize areas and topics of primary concern to adults.
4. Include all subject matter content areas listed on page 3, adapt them to the achievement level and learning ability of each person.
5. Use diversified methods of instruction and learning activities.
6. Make use of resources available to enrich the offering and improve the techniquesof instruction.
7. Keep in mind that this outline is a guide, and not a blueprint.

AMERICANIZATION

Americanization is an educational process which assists the newcomer to adapt to a new life in this country. It is the preservation of cultures. It is appreciating qualities and practices from many lands. It creates a feeling of pride in the folkways, mores, customs, conventions, and social patterns of the immigrant's homeland.

Americanization education builds these original cultural patterns into the best of our country's traditions so that the growth and development of immigrants may be continuous and effective in his new community. What matters most is not how one becomes a citizen of this country but what kind of a citizen one becomes.

GENERAL OBJECTIVES

A comprehensive program in Americanization education should consider both immediate and ultimate objectives. Emphasis should be given to:

1. developing an increasing ability in speaking, understanding, reading and writing English.
2. encouraging the student to become an effective, participating citizen and to give insight into the values of such participation.
3. helping the newcomer prepare for the citizenship examination by developing a background in American history and government.
4. creating a desire for continued learning and for self-realization.

TEACHER GUIDE LINES

Knowledge of the processes of government does not, by itself, make one a good citizen. The most appropriate courses for the foreign-born are those in which whole areas of immigrant's needs and interests are carefully established and provision made to incorporate them in the course of study.

The degree of emphasis to be placed on any topic, the amount of information or number of sessions devoted to any of the areas will depend upon:

1. the immediate needs, goals, concerns and interests of the individual students in the class.
2. the students' command of the English language.
3. the students' ability to learn.
4. the goals and purposes of the offering.

Special consideration should be given to the following areas:

1. Earning a Living
2. Consumer Education
3. Home and Family Life Education
4. Health and Safety Education
5. Citizenship Education
6. Leisure Time Education
7. Everyday Science and Technology

EARNING A LIVING

Earning a living, securing a shelter, food, clothing and related necessities are basic problems of all adults. This area should provide information, know-how and familiarity with the processes and channels for securing them.

The following topics are suggested. Others should be added or substituted to fit the needs of the students and community.

TOPICS

Basic Vocabulary - employer, salary, machines, job, secretary, union, interview, wage, bill, etc.

Occupations nearby - business, factories

Places of employment - manufacturing, retail store, offices

How to apply for a job - phone, letter, interview

Application blanks - samples to fill out, techniques

Holding a job - appearance, interpersonal relationships

How to advance on the job - education

Unions - dues, shop steward, contract, strike, bargaining

Types of jobs - sales, clerk, professional, industrial

Vacation - planning, budget for, etc.

Payroll deductions - taxes, witholding, retirement, social security, etc.

Taxes - local, county, state, federal, forms, income, etc.

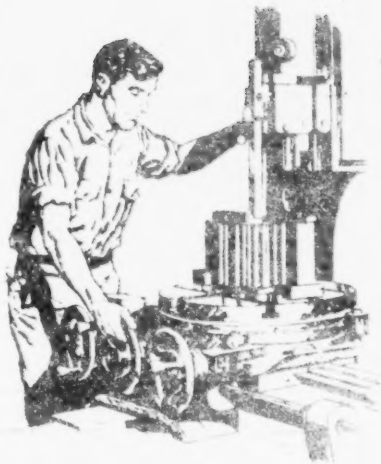
Insurance - group, medical, unemployment, household, health, compensation

Pay day - cash, check, banking, checking account, overtime

Pensions - annuities

Retirement preparation

Minimum Wage



RESOURCES FOR TEACHERS

Local Offices - Personnel, Health, Insurance, Commercial, Labor, Industrial, Retail, Service, Sales, Chamber of Commerce, Union, Banks, etc.

State Offices - Employment, Compensation, Taxation and Finance, Health, Labor, Education, etc.

Federal Offices - Social Security, Labor Department, Health Education and Welfare, Internal Revenue Service, Post Office

CONSUMER EDUCATION

Never before have adults had to make so many "choices." Multitudes of items of comparable value appear on every shelf. The skills of shopping, budgeting, planning and making judgements should be included in this area.

Topics selected should be suited to the individuals concerned. Local practices should determine content.

TOPICS

Basic Vocabulary - account, tax, coupon, purchase, brands, contract, deposit, etc.

Native American foods - names, staples

Kinds of Stores - supermarket, drug, neighborhood, discount
Food Contracts and plans
How consumers influence producers
Influence of advertising - newspapers, radio, TV
Coins - recognition and use
Intelligent buying - planning ahead, prices, etc.
Taxes on certain items - local, state and federal
Basic shopping rules
Grade labeling - weights, contents
Sizes for household supplies
Measuring the home for rugs, wallpaper, curtains
Protection of the consumer - laws, bureaus, agencies
Standard brands - weights and measures
Paying for purchases - charge, installment, COD, cash
Savings accounts - loans, mortgages
Writing checks - deposit slips, withdrawal slips
Clothing - needs, replacement, style, fit, budget
Budget - income, fixed expenses, bills, allowances
Transportation - shopping for a car, used, new, financing

RESOURCES FOR TEACHERS

Better Business Bureau
Labor Organizations
Chamber of Commerce
U. S. Food and Drug Administration
U. S. Department of Agriculture
School - homemaking department
Banks and Loan Associations
Cornell University, Agriculture Extension Division

HOME AND FAMILY LIFE

Home management and family relationships are important areas to be developed for successful living at home. Practical information, suggestions, and accurate facts are essential parts of the program. Specific topics will be determined by the local community - its customs, economic structure, etc.

The following topics are suggested. Others should be added or substituted to fit the requirements of individual students.

TOPICS

Basic Vocabulary - apartment, family, relatives, sitter, neighbor, manners, etc.
Planning - talking things over with members of the family

Household activities, organization and duties
Buying a house - renting a house, neighbor responsibilities
Renting an Apartment - neighbor responsibilities, leases
How the home helps make good citizens, democratic procedures
Responsibilities in bringing up children
Family fun - planning for good times together
Mass Media - discussions, radio, TV, theater
Parental Neglect - effects
Visits from friends
Money Management - ways to economize, short range long range
Community service - how can one help
Home Appliances - advantages, care of, etc.
Insurance - home owners, fire, theft, life, liability
Child Development - baby care, pre-school, etc.
Schools - PTA, Continuing Education, local meetings
Clubs and Organizations - joining, advantages, responsibilities
Drives - health, safety, cleanliness, civic, community
Community Services - fire, health, hospitals, police
Transportation facilities - public, private

RESOURCES FOR TEACHERS

Homemaking Department Local School System
State and Federal pamphlets, bulletins
Samples of leases and other forms
Local banks and other service agencies
Local government agencies - Fire, Health, Housing, Transportation

HEALTH AND SAFETY

Reliable information about good health practices, suggestions for the prevention of accidents and other basic safety measures constitute necessary information. The Americanization student should be familiar with the basic facts which relate to and affect his life in class, at home, in town and in the state and nation of which he is part.

TOPICS

Basic Vocabulary - danger, poison, patient, bleeding, posture, sanitary, injury, etc.
First Aid - in the home, remedies, supplies, rules
Frozen Food Storage

Cold Food Storage
Preventive Information - local, polio, flu, TB, etc.
How to get a Doctor
How to get an ambulance
How to get help in an emergency
Home accidents - treatment, assistance, safety
Nurse services - availability of local, county
Emergency phone numbers - fire, police, poison center
Basic driving rules
Traffic regulations - speed, signs, law enforcement both local and state
Basic rules - for pedestrians
Insurance - Blue Cross, Blue Shield, others
Care of - teeth, hair, eyes, ears, feet, skin, hands
Value of exercise, fresh air, good posture, enough sleep
Public health and safety - disposition of garbage and trash
Civil Defense - meaning of signals, details of local organization, observance of rules
Community - local, state, federal health and safety protection
Accident prevention - personal, outside the home, falls, burns, electrical, etc.
Accident treatment - poisons, cuts, asphyxiation, burns
Medical care - regular physical and dental check-ups
Campaigns - participation in local safety and health

RESOURCES FOR TEACHERS

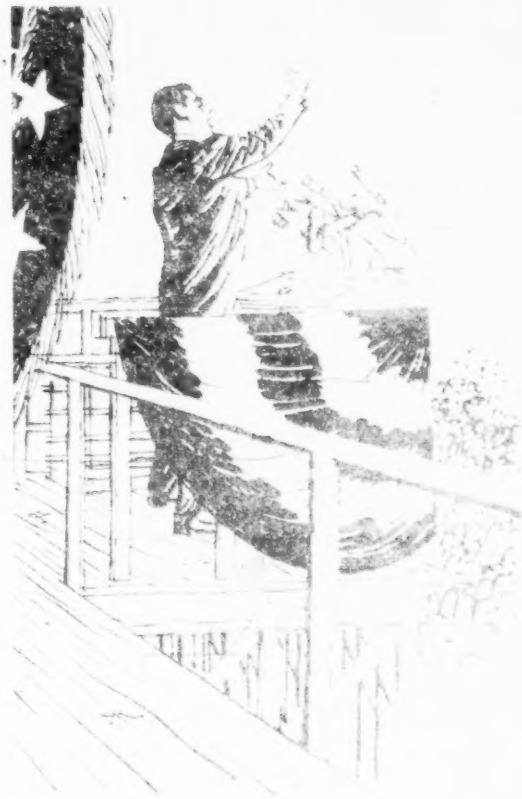
Department of Health, Markets, Agriculture, Water, Sanitation, Fire, Police, Motor Vehicle
Insurance companies
Local school system - school nurse, health and homemaking
Civil Defense Director
Community Physicians

CITIZENSHIP

Life in America can be lived on many different levels but in its fullest sense living in this country means sharing in all facets of American life. It means having a personal sense of responsibility about what occurs in the community as well as in the nation.

Education for effective citizenship must therefore graphically demonstrate to the Americanization student how he can relate his personal vision and ambitions to those of his fellow Americans.

TOPICS



Basic Vocabulary - government, executive, legislative, judicial, major, court, civil, etc.

Governments - Federal State, City, Town, Village

Services - Police, Fire, Health, Sanitation, Parks, Welfare, Legal

Courts - Federal, State, Municipal, City, Supreme, Civil Family, Traffic, Surrogate

Judges - Appointed, elected, titles

Financing Governments - sources of revenue

Constitutions - Federal, State, etc.

Departments of Government - Education, Conservation

Mass Media - determination of fact, opinions

Elections - political issues, campaign speeches, voting, primaries, candidates

Federal Law - constitution, supreme court

State Laws - legislative, capital

Citizenship preparation - naturalization, regulations

Civic Responsibility - jury duty, draft board, etc.

Local officials - services rendered, privileges, duties

Additional topics added or substituted

RESOURCES FOR TEACHERS

Federal Textbooks on Citizenship, "Becoming a Citizen Series" and Our Constitution and Government

Local INS officials and examiners

Local events, campaigns, events, holidays, observances

Famous persons who were foreign-born

Film: "Are You A Citizen?" available from TV-R Incorporated, 556 West 54th St., New York, New York 10019 -- $35.00

LEISURE TIME

Opportunities for developing and expanding interests, securing information, taking full advantage of available resources for assistance and advice have never been greater. This area should provide help in acquiring the ability to plan or engage in free-time pursuits which can lead to satisfaction, accomplishment, and advancement. Students should know the name of an individual to contact in each agency and service organization in his community so that he can take advantage of the benefits offered.

Add or substitute topics to fit student needs.

TOPICS

Baby sitting - where to find, how to be one
Local community resources - library, museums
Clubs and activities for the children - Scouts, etc.
PTA and other organizations in town
Hunting and Fishing - licenses and regulations
How to dress for various events, etiquette
Opportunities for social service, campaigns, drives
Reading for pleasure, discussion groups
Sports - ballgames, fishing, etc.
Recreation - types and facilities available
Music - attending a concert, singing, rhythm
Hobby Show - committees, location, exhibits, etc.
Picnics and outings - scenic areas, historic sites
Physical activities - gardening, field trips, camping
Drama - charades, pantomime, skits, puppetry, pageants
Social programs - informal parties, dances, games
Continuing Education - books, travel, informal classes
Appreciation - Art, Music
Plans for retirement - counseling, pre-planning
Getting the most out of leisure time

RESOURCES FOR TEACHERS

Local, State, and Federal offices - for the Aging, Health, Public Welfare, Employment, Continuing Education, Social Security, etc.
Newspapers, Radio, and Television
Volunteers - members of local groups, specialists, people recently returned from visiting interesting places
Schools - guidance counselors, recreational department, librarian, etc

EVERYDAY SCIENCE AND TECHNOLOGY

Each day provides new evidence of the importance of science and technology in everyday life. An introduction to the common scientific things, a better understanding of the technical era and a familiarity with the means by which adults can make use of scientific advances for self and family becomes an important part of the basic content of an Americanization program.

Suggested topics (partial listing)

TOPICS

Basic Vocabulary - nuclear, chemist, botanist, physicist, zoologist, mathematician, anthropologist
Space age information - satellite, astronaut, computer

Electrical - appliances in the home, furnace controls, automotive electricity, etc.

Medicine - associations, drugs, vaccines, research, antidote, diseases, pesticides, etc.

Science - awards, discoveries, foundations, progress, scientists, and politics

Chemicals - everyday use around the home

Air Travel - turbo prop, jet planes, airports, noise

Optics - laser, lense, projectors, telescope

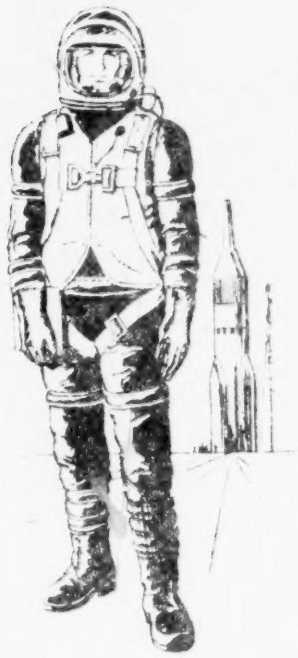
Air - pollution, motion, transportation

Universe - eclipse, planets, radiation

Matter and energy - sound, light magnetic, heat, friction, in everyday surroundings

Weather - eye in sky, forecasting, masses, clouds

Communication - telephone, television, radio



RESOURCES FOR TEACHERS

School - science teacher

Library - current magazines and texts, librarian

Agencies - Civil defense, foundations

Industrial - commercial booklets and materials

Volunteer speakers - specialist from industry and schools

Local Agencies - drug manufactures, druggist, hospital personnel, etc.

Class members - skills, knowledge, and experience

APPENDIX

THE STUDENT

A class of adult newcomers is no captive audience. These students do not come to classes because they have to; no law requires them to come. They come for many reasons: to improve their chances of getting better jobs, to be able to talk with and make friends with native Americans, to make shopping, watching television and reading newspapers easier. Many of them also realize that they must know English to preserve a close bond with their children who are going to schools in New York State.

The only thing they have in common among all their reasons for coming is that they themselves want to learn. They are free to leave the classes any time that they wish. And if they are not getting what they want, they may do just that!

They come to school one or two nights a week, in spite of the fact that most of them work all day and may often be both physically and mentally tired by evening. They come because they are eager to learn, and they are ready to work hard. Any teacher who works in this setting will vouch for the fact that these are people who are interested and excited about learning and most appreciative of teacher's efforts.

APPENDIX

THE TEACHER

The Americanization teacher is a very special person. He possesses not only particular teaching skills but also those human qualities which encourage the prospective citizen to see him as a friend and advisor on whom he can rely for answers to problems that go beyond the classroom.

The teacher in a class of newcomers soon becomes aware that, in most of the countries from which immigrants come, the teacher is held in particulary high esteem. By his very position, he is regarded as a figure of authority. A good teacher will usually find it possible to develop gradually a more informal atmosphere than is practiced with day classes.

One of the reasons that an adult fails to master a new language - particularly the sounds - as quickly as children is that he is more apt to be self-conscious and ill at ease. No one can learn a new language without making a great many mistakes and most adults find it difficult to accept this fact. It is part of the teacher's job to set students at ease, to create an air of confidence so that they can face their problems realistically. A good teacher will not only help to promote a comfortable warm atmosphere, but will take advantage of humor whenever possible. Levity need not divert people from the fact that both teacher and learners are engaged in a serious and demanding job. Teachers need to be aware that laughter can also be the greatest enemy of self-consciousness!

Besides setting the pace so far as good classroom manners are concerned, the teacher usually has an influence over other features of the newcomers' attitudes and behavior. Because of the extreme diversity in the backgrounds of immigrants, it is particularly important that complete impartiality is shown to everyone, regardless of educational background, social class or other factors. If barriers do exist among the students, it is the teacher's responsibility to demonstrate "democracy in action" by example.

APPENDIX

THE INSTRUCTIONAL CRITERIA

1. Goals for each lesson should be clear, practical and obtainable.
2. Lessons should teach one or two concepts thoroughly.
3. Content should, whenever possible, raise the self esteem and status of the adult student.
4. Materials should motivate or encourage individual study.
5. The presentation of a lesson should be adult in tone.
6. Sentences in instructional materials should be similar to the sentence patterns used by adults in oral communication.
7. Skills and concepts should be taught in a sequential, logical order.
8. Lessons should provide for review and reinforcement of skill and concepts already taught.
9. Drawings, illustrations, and other graphics should clarify ideas presented verbally.
10. Lessons or other printed materials could be prepared in a loose-leaf form, geared to individual needs, and presented in a flexible manner.
11. Lessons should be presented in such a way as to appeal to various avenues of learning: visual, auditory, motor, emotional, and intellectual.
12. Lessons should be planned to enrich the course of study with resources available both inside and outside the school.

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